# Report Card for the 1990's

## A Report on the Status of Girls and Women in Rhode Island Education

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## Message from the Chair

In the legislation that created the Advisory Commission on Women in Rhode Island in 1970, promoting equity in education was designated as a major focus in the charge. It continues to be a top priority for the Commission, now named the Rhode Island Commission on Women.

In today's world, more and more women are the sole or primary providers for themselves and their families. But their earnings fall far below what men earn, and often are not adequate for independent living. We believe the failure to overcome barriers to equality for women in the education system is a major contributing factor to poverty among women.

It is vitally important for the well-being of women, and of the community, that they get the kind of education they need to become productive members of our society. The alternative is being forced, for lack of a proper education, to be supported by society. Such education must begin in the early years and continue into adulthood—whenever the need arises.

This report assesses opportunities for the education of girls and women and makes recommendations regarding ways to increase those opportunities. By doing so, the Commission is making progress toward achieving its mission of enhancing the status of women for the good of all.

Judith A. Babcock, D.Ed., Chair
Rhode Island Commission on Women

# Foreword

**Rhode Island is at a crossroads in its progress towards sex equity in education.** That's what this report on the status of women in education tells us. Looking at both the education labor force and the classroom, the report presents a mixed picture.

*As employees,* women are today employed at all levels of education. But if you look closely at the data, you will see that, for example:

- Women continue to predominate in the traditional jobs of teacher and clerical worker.
- Although four out of ten faculty members at our state colleges and universities are women, most are still in the lower ranks.
- Significant barriers appear at the upper levels of management. In all areas, women in management remain very scarce. Evidence of the "glass ceiling" persists in education as in the workforce generally.

*In the classrooms,* more than half of the graduates from high school and college are women. We even see a growing equity in areas like mathematics. Again, however, progress is quite limited. For example:

- The gap between boys' and girls' SAT scores continues in spite of similar course enrollments.
- In engineering and other scientific and technical fields, women still receive far less than half of the master's and doctor's degrees.
- In vocational education, the picture has hardly changed at all in the past ten years. Girls and women are still enrolled mainly in low-paying occupational training programs.
- We can take pleasure in the large number of women now participating in high school and collegiate sports. But we must wonder when they will receive an equal number of coaching and administrative jobs in athletic programs.

Although we want to be optimistic, we cannot celebrate yet. There has not been as much progress in the last decade as we had hoped for. We have to do better than this!

What can be done? **We invite the education community and the public to join us in a hard-headed look at the challenges at today's crossroads.** Together we must find the paths to move ahead before we reach the end of this significant century for women.

Freda H. Goldman
Chair, Education Committee

## About this Study...

This report charts the progress during the 1980s of girls and women towards equity in all phases of public education in Rhode Island: as students in elementary and secondary, vocational/technical and higher education, and as employees, administrators and supervisors in elementary and secondary, vocational and post-secondary educational systems. Of particular interests are the impacts of compliance with sex equity legislation.

In 1974, the Advisory Commission on Women (now the Rhode Island Commission on Women) examined procedures in the school system leading to the development of stereotypic attitudes toward gender roles. The immediate effect was that school administrators reviewed their respective systems for inequitable practices and subsequent actions.

Six years later, in 1980, the Commission published *"C" for Progress:A Report on the Status of Women in Education.* This study examined the status of women in appointments, hiring, and athletic programs, with emphasis on the impact of Title IX of the Education Amendments Act of 1972, which legislated sex equity in all phases of federally funded education. The conclusions of that report were that, while women had made some progress, inequities continued in many areas.

The decade from 1980-1990 saw a devastating narrowing of the applications of Title IX and weakening of the enforcement of sex equity legislation. In 1985 and 1986, the Commission successfully worked with legislators to enact Rhode Island General Law 16-38-1.1 to reactivate the protections previously afforded by federal statutes. This report documents the positive changes and the unchanged areas affected by those laws.

As a summary of the decade, this report focuses on 1989-1990 data. As inequities are observed, recommendations are offered for improving the status of women. **The data and recommendations are presented for public discussion and action to strengthen and progress towards full equity in education in Rhode Island.**

In some instances, improvements have taken place since 1990. These are noted with pleasure at the end of the report.

*We extend appreciation to the RI Department of Elementary and Secondary Education, the RI Office of Higher Education, the Community College of Rhode Island, Rhode Island College and the University of Rhode Island for providing data.*

*We thank all who reviewed and suggested revisions to earlier drafts. We have attempted to incorporate change as indicated by their feedback.*

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## Elementary and Secondary Education

### Students

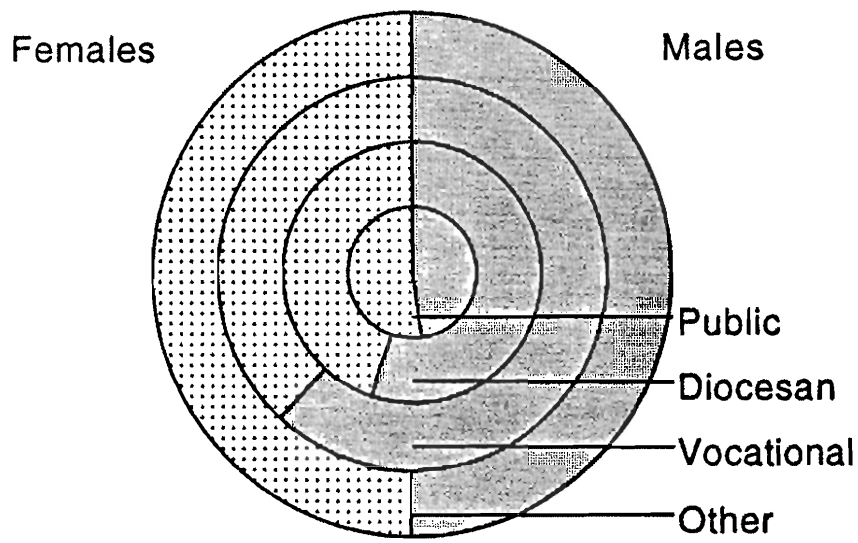
As of December, 1990, girls made up 48% of the elementary and secondary school populations.[1] In 1990, 4,599 males and 4,742 females graduated from high schools in Rhode Island.

Females were more likely to graduate from public high schools (52%), and less likely to graduate from a diocesan school (44%). Only 38% of Davies vocational high school graduates were women. One-half of the independent school graduates were women.

**1990 Rhode Island High School Graduates**

| *Type of School* | *Males* | *Females* | *Total* |
|---|---|---|---|
| Public | 3,707 | 4,001 | 7,708 |
| Diocesan | 585 | 469 | 1,054 |
| Independent | 211 | 214 | 425 |
| G.E.D.* | 980 | 966 | 1,946 |
| Davies Vocational* | 90 | 55 | 145 |
| RI School for Deaf* | 6 | 3 | 9 |

**Figure 1. 1990 RI High School Graduates by Type of School*




Each concentric circle represents all students in that category.

## Scholastic Aptitude Testing

National Assessment results from 1990 mathematics testing show girls and boys in RI have similar math proficiencies in Grade 8.[2] However, 1990 scores on the Scholastic Aptitude Test for Rhode Island high school students showed a continuing gap between men and women of 14 points on the Verbal, and 42 points on the Mathematics section.[3] This gap has increased slightly since 1980.

Both male and female students have scored lower than the national average for their gender on the Mathematics section of the SAT for the past ten years, by 16 and 14 points, respectively, in 1990. In 1990, males were at the national average on the Verbal section, while females scored an average of 4 points lower than the national average for their gender.

**1990 Mean Scholastic Aptitude Test Scores**

| | Rhode Island | | National | |
|---|---|---|---|---|
| | *Verbal* | *Math* | *Verbal* | *Math* |
| ***Males*** | 429 | 483 | 429 | 499 |
| ***Females*** | 415 | 441 | 419 | 455 |

*Understanding Gender Differences in Mathematics Scores*

Many colleges and universities use SAT scores as one of their admissions criteria, so people have come to view this test as a genuine measure of ability. Lower SAT scores may create a barrier to equitable scholarships and college admissions for women.

Research[4] has shown that, on the SAT-Mathematics test:

- Gender contributes less than 4% to an individual's score, and that small contribution may not be biological in origin.
- Scores are highly related to coursework, related skill training (computers, drafting), parental encouragement, social class, goals, and attitude.
- Teachers teach children differently, encouraging boys' learning more than girls', as early as third grade.

In many other countries, girls and boys do equally well on mathematics achievement tests. Both boys and girls in several other countries score far higher than American boys or girls on comparable tests.[5] Foreign students consistently outnumber Americans in mathematics and engineering graduate programs.

When boys fell behind in reading in the 1960's, reading became an area of high attention. **We need the same attitude of importance for mathematics in general, with special attention to girls.**

- A concerted review of the total educational experience is needed, with recommendations for enhancement of mathematics for girls.
- Teacher awareness and training should be mandatory for all grades, to counteract gender-biased classroom patterns which discourage girls.
- The alarming trend of American-born children away from studying advanced math and the sciences must be reversed.

## Teachers

Among classroom teachers, women predominated at 69% in 1990.[6] These women were clearly clustered into kindergarten (98%), elementary (84%), and special education (86%) classes. Among secondary level teachers, only 46% were women (See figure 2).

Salary levels are set by union contracts by district.[7]

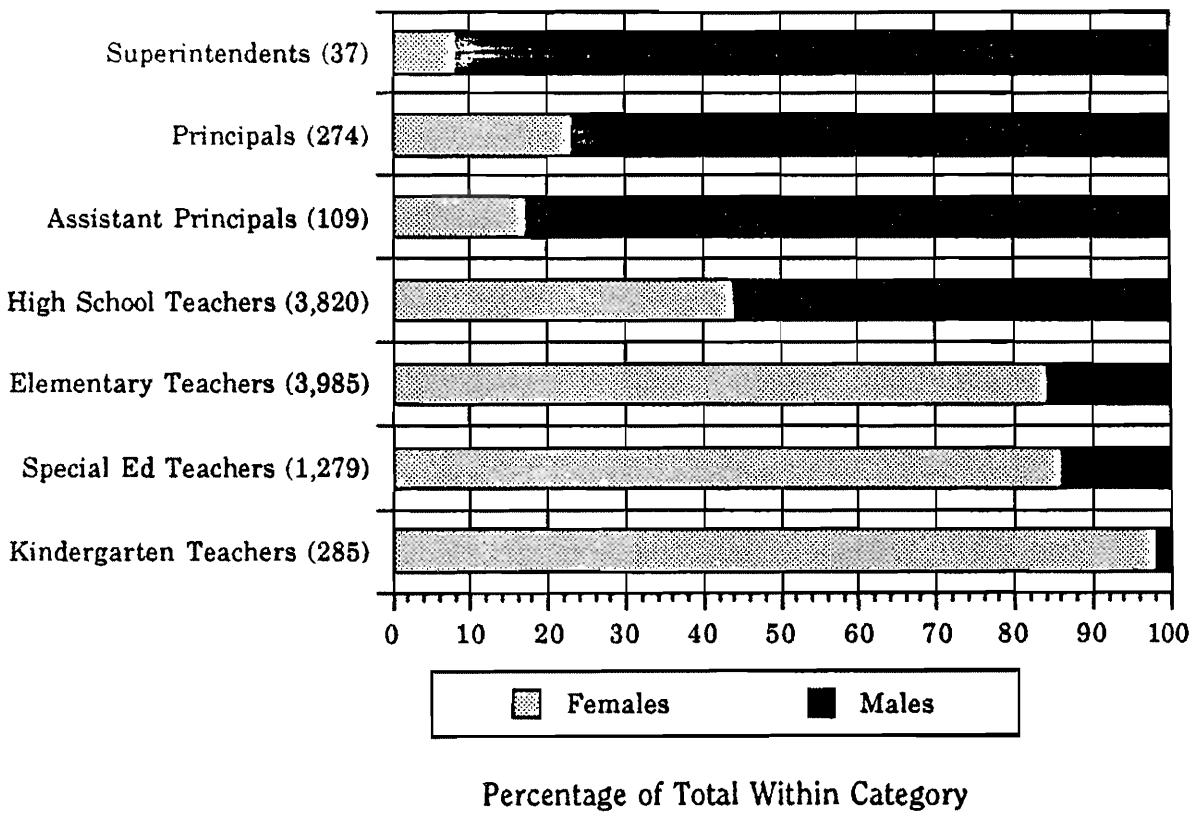
## Local Administrations

In 1990, three of the 37 school districts in Rhode Island were headed by a female superintendent,[6] an increase of only one since 1980.[8]

Twenty three percent of school principals were women, and they were concentrated in the elementary and middle schools. Seventeen percent of the assistant principals were women, so few are in a position for future promotion to the status of principal. In 1980, 20% of the principals and 13% of the assistant principals were women.

Figure 2 shows the gender differentiation in local school administrations.

**Figure 2. Proportion of Men and Women in Teaching and Local Administrative Positions, Elementary and Secondary Education, 1990**




Note: Number of individuals given in parentheses.

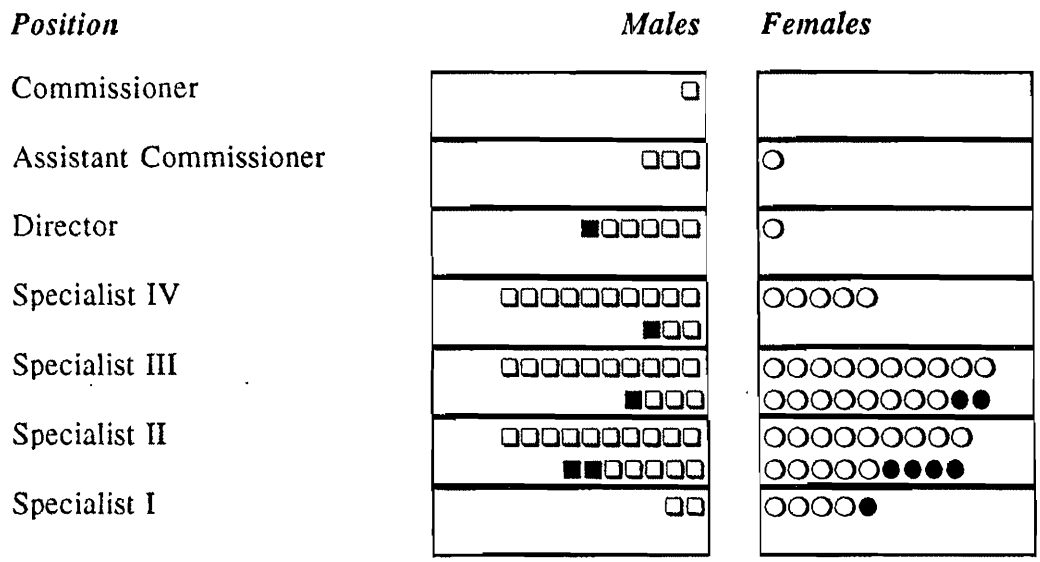
## RI Department of Elementary and Secondary Education

In 1989, about one-half of the 87 upper-level nonclassified employees of the Rhode Island Department of Elementary and Secondary Education were women.[6] Seven of the women (8%) were Hispanic or Black.

Among those eight employees considered management (Directors and Commissioners) there were only two females (25%), an Assistant Commissioner and a Director. In 1980, three of 25 (12%) top positions were held by women.

Figure 3 shows the gender differentiation of employees of the Department in 1989.

**Figure 3. Rhode Island Department of Elementary and Secondary Education Employees, 1989**




Filled symbols indicate employee is a member of a minority group.

*Promotions*

In 1989, 43 individuals were promoted.[9] Of the promotions initiated by management, six were women (35%) and 11 were men. Nine women (60%) and six men (40%) were upgraded through appeals through the union contract, and six women (55%) and five men (45%) were hired for open positions. Thus, 30% of the women's promotions were initiated by management, compared to half of the men's promotions.

**Promotions Within Department of Elementary & Secondary Education: Management and Nonclassified Employees, 1989**

| | Women | Men | % Women |
|---|---|---|---|
| Management-Initiated | 6 | 11 | 35 |
| Employee-Initiated | 9 | 6 | 60 |
| Open Position | 6 | 5 | 55 |
| *Total* | 21 | 22 | 49 |

## Governance

Of the 11 members of the 1991 Board of Regents for Elementary and Secondary Education, five (45%) were women. Only three members (20%) of the 1980 Board, which also served Postsecondary Education, were women.

### Areas of Concern: Employees and Administration

**Since 1980, the process to achieve gender equity in elementary and secondary education has not resulted in significant gains for women.**

Much of our concern focuses on teachers and administrators. The statistics show that women hold 94.7% of the classroom positions but only 11.4% of administrative and policy-making positions. Clearly, greater representation of women in upper management is needed to add their voice to decision making and to serve as role models for their students.

- Existing practices, from college level advising to hiring and promotion should be reviewed more closely for evidence of subtle gender biases that maintain this level of gender differentiation.
- It is necessary to seek out, encourage and train women, especially for those roles which require prior experience and certification. More women should be recruited for positions of assistant principal, in order to be qualified to move into positions of principal.
- Men should be taught to value their potential role in the classroom, especially in grades K-6 and special education. Men students must be encouraged to include younger grades and special education among their career goals.
- Women should be taught to value their potential role in secondary education, particularly in mathematics, computers and the sciences. Women students should be encouraged to train in more specialized areas (including mathematics, computers, and the sciences) in order to be eligible for teaching positions in those areas.
- Women teachers must be groomed from within to move up in the ranks of decision and policy makers. Management must initiate promotions for women and men on a more equitable basis.
- Networks, support groups, talent banks, and skill training must be made available to recruit and prepare women to be competitive and successful in obtaining top-level administrative positions, including appointments to the Board of Regents.
- Women students must be encouraged to include leadership positions among their career goals.

## Vocational Education

### Students

There are a total of 44 vocational training programs at the secondary level in Rhode Island.[10] In 1989, 16 (36%) of these programs had 100% enrollment of one sex or the other. Twenty-four (55%) were male intensive, that is, at least 75% of the students enrolled were males. Twelve (27%) were female intensive. Only eight (18%) enrolled at least 26% of each sex.

**Vocational Enrollment by Program**

| | *Male Intensive* | *Female Intensive* | *Neutral* |
|---|---|---|---|
| *Male* | 1718 (78%) | 41 ( 2%) | 434 (20%) |
| *Female* | 81 ( 6%) | 879 (64%) | 417 (30%) |

Graduation rates for women students in nontraditional programs may be lower than program enrollments, since dropout rates are higher for these students.

### Expected Earnings after Vocational Training

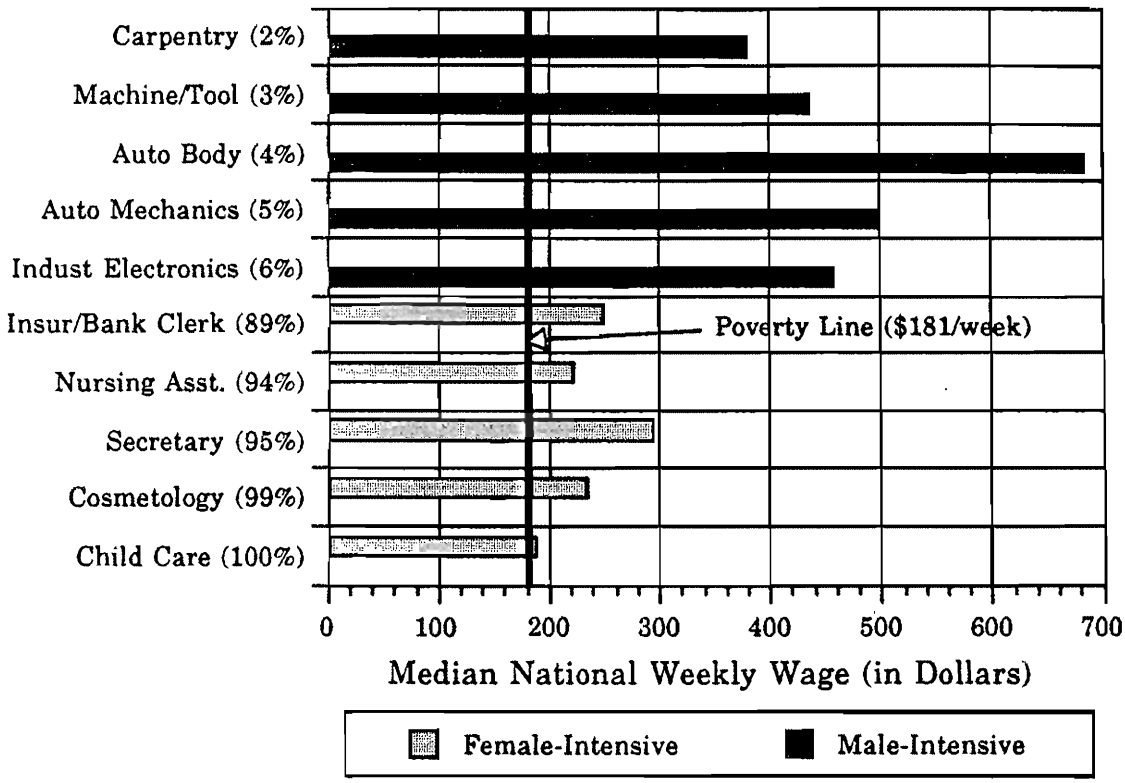
A review of 1988 salaries shows that the national median weekly wage of experienced workers in male-intensive fields is substantially higher than that of workers in female-intensive fields.[11]

**Enrollment in Most Heavily Enrolled RI Vocational Programs and National Industry Wages for Graduates of Comparable Programs**

| Program | % Male | % Female | Median Natl. Weekly Wage |
|---|---|---|---|
| Auto Body Repair | 96 | 4 | $ 683 |
| Auto Mechanics | 95 | 5 | $ 496 |
| Industrial Electronics | 94 | 6 | $ 459 |
| Machine Tool Oper./ Shop | 97 | 3 | $ 435 |
| Carpentry | 98 | 2 | $ 381 |
| Typesetting/ Compos. | 47 | 53 | $ 328 |
| Retailing/ Distributive Ed. | 27 | 73 | $ 308 |
| Secretarial/Office Training | 5 | 95 | $ 296 |
| Business Data Programng. | 32 | 68 | $ 288 |
| Insurance Clerk/ Banking | 11 | 89 | $ 250 |
| Cosmetology | 1 | 99 | $ 235 |
| Nursing Assistant | 6 | 94 | $ 221 |
| Food Services | 61 | 39 | $ 200 |
| Child Care Aide | 0 | 100 | $ 187 |

Figure 4 demonstrates the relationship between earnings and the gender of students enrolled in the largest Rhode Island programs, with the weekly wage for a person at the 1988 U.S. poverty line[12] for a family of three (single parent and two children)—$9,435 annually—included for comparison. Women working as child care aides trying to support two children by themselves would find themselves living at the poverty line; in other female-dominated fields a single parent would find it impossible to pay child care expenses and stay above the poverty line.

**Figure 4. Expected Earnings for Female- and Male-Intensive Careers, 1989**




Figures in parentheses indicate % of students enrolled in Rhode Island programs who are females. Poverty line is based on 1988 data.

## Teachers and Guidance Counselors

In 1990, the nine vocational education schools employed 125 teachers, 33 of whom (26%) were women. Of these, there were no women listed as teaching in male-dominated fields.[10] Of fifteen guidance counselors, five (33%) were women.

## Administration

For the eight area vocational-technical centers (not including Davies), there were seven male and one female directors in 1990. Furthermore, the management team (Director and Unit Managers) for vocational and adult education at the RI Department of Education was made up of four white men.

## Areas of Concern: Vocational Education

Nontraditional vocational and technical education are important ways to help girls and women prepare for economic independence. Yet while women have made inroads into certain occupations, they are still underrepresented in a number of fields, especially those which pay adequately. This underrepresentation is evident in their training programs.

- More often than not, female students in vocational education are enrolled in programs which lead to lower-paying jobs.
- As a result, many young women are on a track which will not prepare them to earn wages high enough to support themselves and their children, either as single parents or in partnership with another wage earner.

*How can we move away from these sex-segregated career patterns?*

Career education should *begin in elementary school*, by:

- Training and encouraging teachers to develop innovative curricula that inspire children to break out of gender-stereotyped career ideas.
- Providing special programs for girls to help them understand the importance of studying math and science, and role models of women working in jobs nontraditional for their sex.

*Recruitment* of students for vocational-technical schools must stress the full range of opportunities for girls and boys, including:

- Giving counselors and teachers ways to inform women students about the advantages of enrolling in those programs which will meet their interests and lead to higher paying jobs.
- Updating recruitment materials to show women and men in all occupational areas.

*Retention* of women students enrolled in nontraditional programs must also be a priority, by:

- Providing support services such as counseling and peer groups.
- Instructing faculty, staff and students about their legal rights and responsibilities, including sexual harassment issues.
- Creating and maintaining a climate of receptivity. Too often, the vocational settings with greater earning potential are perceived as excluding women.

**It is clear from these data that much work remains to be done to achieve gender equity in vocational-technical education.**

## Postsecondary Education

### Students

In the fall of 1989, 46,740 students were registered as full-time students at a Rhode Island institution of higher education.[13] Another 29,763 attended on a part-time basis. The public institutions—the Community College of Rhode Island (CCRI), Rhode Island College (RIC), and the University of Rhode Island (URI)—enrolled 43% of the full-time and 69% of the part-time students.

The majority of students at the public institutions were women, constituting 56% of full-time undergraduate and graduate students, and 66% of all part-time students. In contrast, the majority of students at private institutions were men (only 47% women), except for part-time undergraduate students (53% women).

The proportion of minority undergraduate students for the three public institutions were: 7.4% at CCRI, 5.1% at RIC, and 5.2% at URI. At URI, only 2.7% of the graduate students were minority group members.

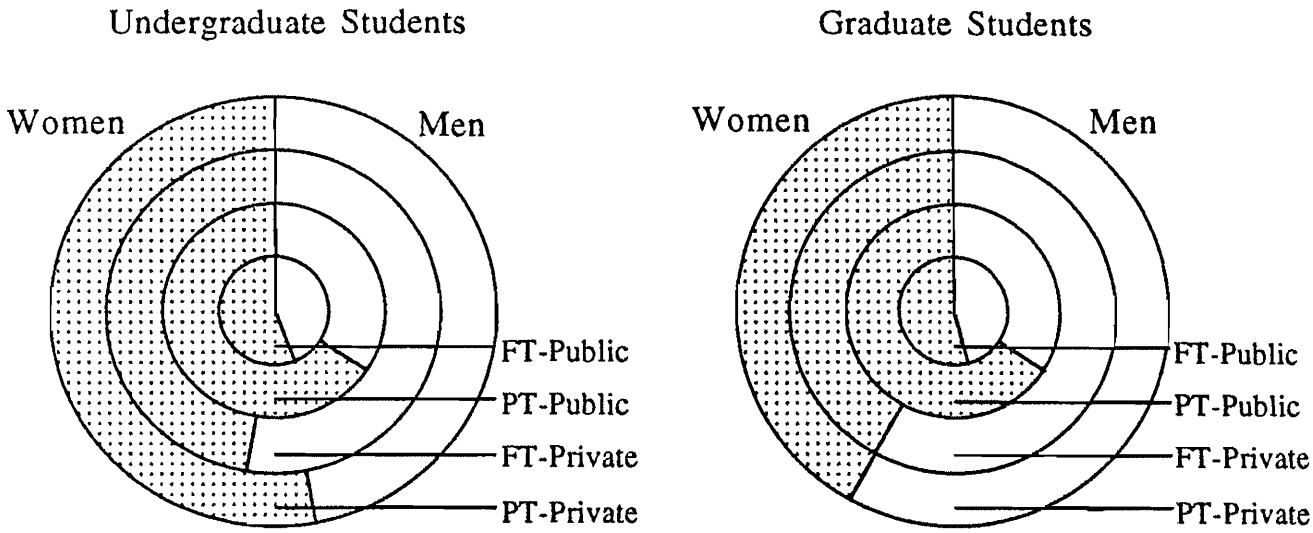
**Gender Ratio of Students Attending Rhode Island Colleges and Universities, 1989**

| | Full-time | | | Part-time | | |
|---|---|---|---|---|---|---|
| | *Men* | *Women* | *N* | *Men* | *Women* | *N* |
| **Undergrad** | | | | | | |
| ***Public*** | 44% | 56% | 18,555 | 34% | 66% | 16,448 |
| ***Private*** | 53% | 47% | 24,845 | 47% | 53% | 7,072 |
| **Graduate** | | | | | | |
| ***Public*** | 46% | 54% | 1,500 | 34% | 66% | 4,101 |
| ***Private*** | 59% | 41% | 1,840 | 58% | 42% | 2,142 |

In general, women were more likely to attend public institutions of higher education (see figure 5). Women were 61% of all students at public institutions, compared to 48% of all students at private institutions.

Figure 5 also shows that women were more likely than men to attend part-time at both undergraduate and graduate levels. While 40% of female undergraduates, and 69% of female graduate students, were attending part-time, 30% of male undergraduates, and 60% of male graduate students, were attending part-time.

**Figure 5. Higher Education Enrollment (Proportions) by Type of Institution, Full- and Part-time, 1989**




Note: Each concentric circle represents 100% of that category.

**Certificates and Degrees Conferred**

Across all Rhode Island higher education institutions in 1989, women received 92.3% of the certificates, 48% of associate's degrees and 55.2% of bachelor's degrees, but only 45% of the master's and 35.8% of the doctorates awarded.[14]

Women were more likely to attend public than private institutions. At public institutions, women earned 68% of the Associate's degrees, 69% of the bachelor's degrees, and 60% of the Master's degrees. In contrast, at private institutions, women earned only 48% of the Associate's degrees, 55% of the bachelor's degrees and 45% of the Master's degrees.

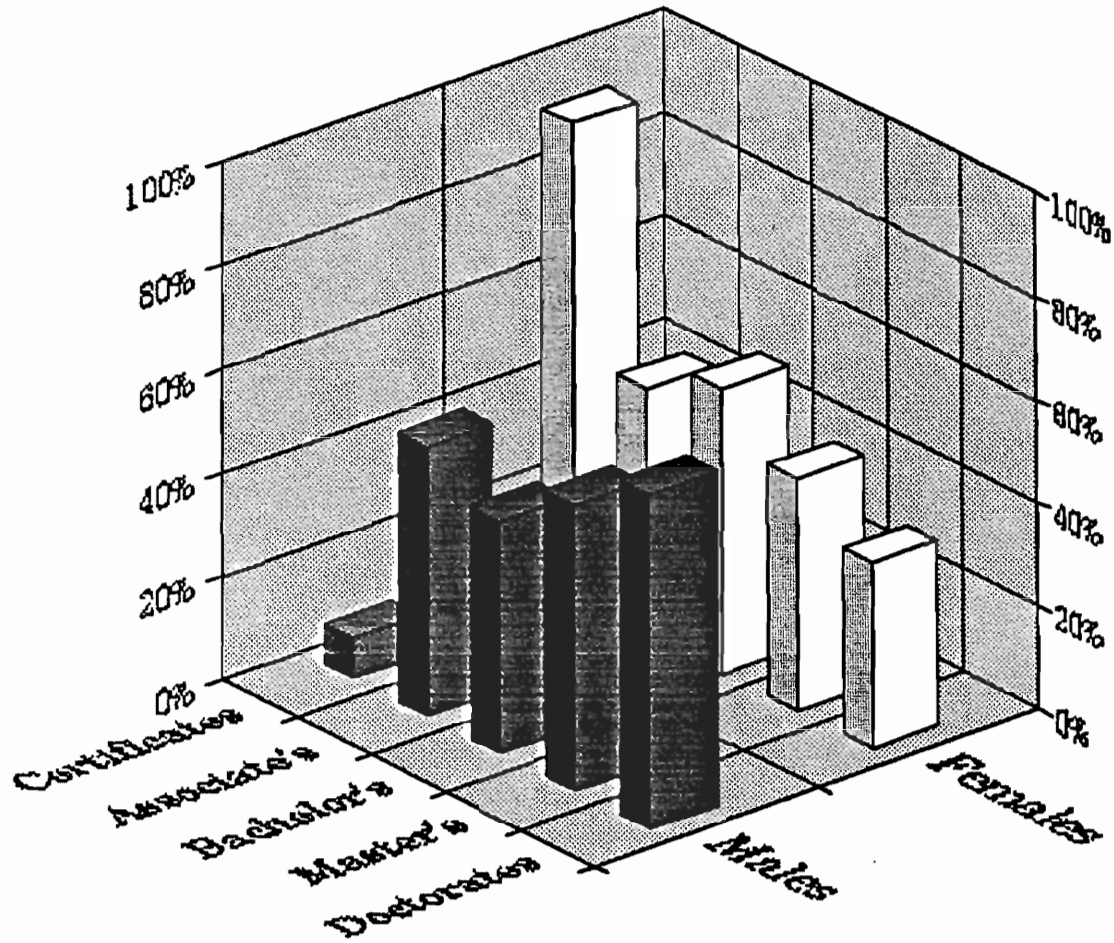
Student data for all degrees by gender and type of institution are given below and the percentages (averaged across type of institution) they represent are graphed in Figure 6.

**Degrees Conferred by Public and Private Institutions of Higher Education, by Gender and Degree Level, 1989**

| | Certificates | | Associate's | | Bachelor's | | Master's | | Doctorates | |
|---|---|---|---|---|---|---|---|---|---|---|
| | M | W | M | W | M | W | M | W | M | W |
| **CCRI** | 15 | 179 | 329 | 696 | - | - | - | - | | |
| **RIC** | | | - | - | 316 | 623 | 60 | 222 | | |
| **URI** | | | 0 | 14 | 879 | 1,028 | 248 | 242 | 46 | 30 |
| **Private*** | | | 1,589 | 1,041 | 2,531 | 2,945 | 717 | 377 | 147 | 78 |

* Brown University, Bryant College, Johnson & Wales University, New England Institute of Technology, Providence College, R.I. School of Design, Roger Williams College (now University), Salve Regina College. Brown University was the only private institution awarding the doctorate.

**Figure 6. Proportion of Postsecondary Certificates and Degrees Awarded to Men and Women, 1989**




Figures for minority group members were also cause for concern. Minorities were awarded 7.6% of the certificates, 7.4% of the associate's degrees, 7.0% of the bachelor's degrees, 3.8% of the master's degrees, and 9.3% of the doctorates. Of the 28 minorities receiving doctorates, 21 (75%) were awarded to Asian Americans.

## Areas of Concentration

Enrollments in some areas of concentration were clearly gender-differentiated: men received at least 75% of the bachelor's degrees in architecture, engineering and related technologies, and the physical sciences; while women received more than 75% of the bachelor's degrees in education, ethnic/area studies, allied health, home economics, and psychology. Men were more likely to pursue Master's Degrees in business-related areas.

## Faculty

There are three ranks of tenure-track positions in colleges and universities: assistant, associate, and full professor. Instructors are usually hired for short terms without an opportunity to earn tenure. Various factors influence rank and salary, including education, years of experience, and years in the present position.

All three public institutions of higher education have higher percentages of women faculty members than the national average of 27%.[15] Women were 48% of the faculty at CCRI, 31% at RIC, and 28% at URI. The table below shows that faculty women in RI and nationally still lag far behind men at the rank of full professor.

**Faculty by Rank and Gender, RI and Nationally, 1990**

| | Rhode Island | | National | |
|---|---|---|---|---|
| Institution/Rank | *% of Women* | *% of Men* | *% of Women* | *% of Men* |
| ***CCRI*** | | | | |
| Professor | 34 | 64 | 19 | 32 |
| Associate | 22 | 18 | 27 | 30 |
| Assistant | 41 | 15 | 31 | 24 |
| Instructor | 3 | 3 | 23 | 14 |
| *Total* | *100%* | *100%* | *100%* | *100%* |
| ***RIC*** | | | | |
| Professor | 14 | 44 | 22 | 45 |
| Associate | 29 | 29 | 29 | 29 |
| Assistant | 46 | 26 | 44 | 22 |
| Instructor | 11 | 1 | 5 | 4 |
| *Total* | *100%* | *100%* | *100%* | *100%* |
| ***URI*** | | | | |
| Professor | 18 | 53 | 17 | 48 |
| Associate | 28 | 29 | 31 | 29 |
| Assistant | 51 | 18 | 42 | 21 |
| Instructor | 3 | 1 | 11 | 2 |
| *Total* | *100%* | *101%* | *101%* | *100%* |

*for comparable institutions. Some figures are greater than 100% due to rounding.

Specifically, the table shows that:

•At URI only 18% of the women were full professors, compared to 53% of the men. More women faculty members were assistant professors, and fewer women were instructors, than the national averages.

• At RIC, only 14% of women faculty were full professors, compared to 44% of the men; 11% were instructors, compared to 1% of the men. Fewer women were full professors (14%) and more were instructors (11%) than the national average.

• One-third of the women faculty members at CCRI were full professors, more than the national average of 19% but much smaller than the 64% of men who were professors. In contrast, 41% of the women were assistant professors, compared to 15% of the men.

• At all three public institutions, there were relatively few minority faculty members, and fewer than half of those were women. Women minority faculty were only 3.6%, 2.8%, and 6% of all women faculty at CCRI, RIC and URI, respectively.

*Differences by Discipline and Faculty Rank*

Fourteen disciplines were selected for closer review.[16] In the fields of Business, Computers, Mathematics, Physical Sciences, and Engineering, there were few women on the faculty, and women full professors were rare exceptions. In contrast, all faculty members in Nursing at all three institutions were women.

**Ratio of Men to Women Faculty in Selected Departments at Public Institutions of Higher Education, 1989**

| | URI | | RIC | | CCRI | |
|---|---|---|---|---|---|---|
| *Department(s)* | *Assist* | *Assoc/ Full* | *Assist* | *Assoc/ Full* | *Assist* | *Assoc/ Full* |
| Business/Managemt | 1:3 | 23:0 | 12:3 | 10:4 | 5:1 | 18:2 |
| Computer Science/ Mathematics | 3:1 | 25:1 | 7.3 | 10:3 | 1:3 | 19:6 |
| Education | 2:1 | 12:1 | 8:8 | 23:6 | NA | NA |
| Engineering/ Indust Technology | 1:1 | 52:1 | NA | NA | 3:2 | 12:0 |
| English | 1:3 | 20:11 | 6:5 | 13:8 | 1:7 | 12:13 |
| Human Services* | 2:5 | 3:3 | 2:7 | 3:3 | 1:1 | 3:4 |
| Nursing | 0:20 | 0:11 | 0:16 | 0:9 | 0:22 | 0:9 |
| Oceanography | 6:0 | 32:3 | NA | NA | NA | NA |
| Physics/Chemistry | 3:2 | 28:2 | 2:1 | 11:1 | 0:0 | 9:1 |
| Speech/Communic. | 2:1 | 3:4 | 9:1 | 3:1 | NA | NA |

* includes Human Development (URI) and Social Work (RIC).

This table demonstrates the disparity across disciplines by rank, particularly strong in engineering and the physical sciences. A review of data from 1986-87 showed few changes in the past 4 years.[16]

One pattern of note is that many departments have employed only one woman, and rarely more than one woman full professor. This pattern is strongest at URI, where only one department, Speech, has as many as four women full professors.

## Faculty Salaries

In most cases, salary minima and ranges are set by union contract, although they vary by discipline at URI. Overall, in 1990 a woman earned 81¢ for a man's dollar at URI, 83¢ at RIC, and 88¢ at CCRI.[16]

Salaries depend primarily on rank and years in rank at CCRI and RIC; at URI, merit pay and discipline also figure into the equation. Because many programs contain only one woman at a given rank, it is difficult to examine sex differentials from a scan of the salaries within departments. However, two patterns of importance to this study can be identified.

*Salaries by Discipline (URI)*

At URI, the salaries of women (and men) varied greatly across disciplines. On average, for example, an Assistant Professor of Computer Science (male-dominated traditionally and at URI) earned one-third more than an Assistant Professor of Nursing (female-dominated traditionally and at URI).

**Mean Salaries of URI Women Assistant Professors by Discipline**

| Department(s) | % Male | Mean Salary* |
|---|---|---|
| ***Traditionally Male*** | | |
| Engineering | 98 | 44.0 |
| Computer Science | 90 | 43.5 |
| Management/ Mgt Sci | 88 | 47.0 |
| ***Traditionally Female or Neutral*** | | |
| Speech | 50 | 33.6 |
| Nursing | 0 | 32.4 |

*Annual salary in thousands of dollars.

Average salaries of women full professors in traditionally male disciplines were also greater than those of women at the same rank in traditionally female areas, but there were almost no women in male-dominated disciplines who had been promoted to full professor rank.

*Highest Salaries*

At all three schools, the highest salaries were primarily earned by men. Data from RIC and URI were averaged by category (e.g., Male Professors of Finance), so not all individuals within a category may have been highly paid. Comparisons between men and women were made more difficult by the fact that some categories (e.g., Female Professor of Physics) contained only one individual. Nonetheless, differentials appeared with respect to highest salaries (all among full professors):

- At CCRI, 37 of 41 (90%) faculty members earning over $45,000 were males.
- At RIC, in the six highest paid categories (above $54,000) there were 18 men and one woman. The highly paid males came from departments containing one or no women full professors.
- At URI, 208 faculty members fell into 39 categories earning an average salary above $55,000. Of these, 96% were males (34 categories representing 201 men).

## Executives and Administrators

On the three public campuses, some gains were made in the past decade, but in most cases the picture remained unchanged.[17] In 1990, between 26% and 30% of executives and administrators were women.

CCRI showed an increase of 10% in women middle-level administrators since 1981; but RIC had 7% fewer women administrators than a decade ago, and URI had increased its representation of women in their administration by only 3%.

Women were likely to be assistant administrators or deans of traditionally women's fields. The exception was a woman president of RIC for several years during the 1980s.

**Top-Level Administrators at RI Public Institutions of Higher Education, 1990**

| *Title* | *URI* | | *RIC* | | *CCRI* | |
|---|---|---|---|---|---|---|
| | M | F | M | F | M | F |
| President | 1 | 0 | 1 | 0 | 1 | 0 |
| VP/Provost | 4 | 1 | 3 | 1 | 3 | 0 |
| Asst. VP | 1 | 1 | 1 | 1 | none | none |
| Deans | 8 | 4 | 5 | 2 | 5 | 0 |

## Office of Higher Education

As of October, 1990, only one of five administrators of the Office of Higher Education was a woman.[18] This figure has not changed since 1981, although a woman served as Commissioner of Higher Education throughout most of the 1980s.

Five members of the professional staff (31%) were women, up from only two women (22%) in 1981. For the past decade, all members of the secretarial/clerical staff have been women.

**Administrators, Rhode Island Office of Higher Education**

| Position | Men | Women |
|---|---|---|
| Commissioner | 1 | 0 |
| Associate Commissioner | 2 | 1 |
| Professional Non-Faculty | 11 | 5 |
| Secretary/Clerical* | 0 | 10 |

* only includes upper-level clerical staff positions.

## Governance

As of July 1990, three (23%) of the 13 members of the Board of Governors for Higher Education were women.[18] In 1980, 20% of the Board of Regents, which was responsible for elementary and secondary education as well, were women.

### Areas of Concern: Postsecondary Education

The majority of students at our three public postsecondary institutions are women, where they now work towards degrees in a wide variety of areas. While interest in traditionally female fields continues to be strong, many young women now aim for careers that previously were male dominated. While there are few data on the extent to which women on our campuses face a "chilly climate" in the classroom[19], there are some glaring inequities at the three public institutions:

- The faculty at the three institutions combined is 65% male.
- The women faculty tend to be clustered at the lower ranks, while the men are more likely to hold the higher ranks.
- At the three institutions, 77% of the top administrators are male.
- The majority of those on the Board of Governors and in professional and administrative roles at the Office of Higher Education are male.
- There is a deplorable lack of representation of minorities at all levels.

Women students and faculty are still a very small minority in certain highly paid fields, notably engineering, computer science, and the physical sciences. Special efforts need to be directed towards encouraging women to enter and to graduate in these areas. Such efforts must also involve the hiring and retention of women faculty.

**Our institutions of higher education need to model the world we would like our students to inherit—or to create.** There need to be new and continued efforts:

- to encourage women to study in programs that have been traditionally male-dominated;
- to achieve a better gender balance among the faculty and administrators;
- to obtain and respect multiple styles of leadership;
- to provide a variety of role models for increasingly diverse student populations.

## Athletics

The growth of women's athletics has been relatively recent, starting with the passage of Title IX of the Education Amendments Act of 1972 mandating support and access for women in schools accepting federal funds.

### Interscholastic Athletics (Secondary Schools)

*Teams and Athletes*

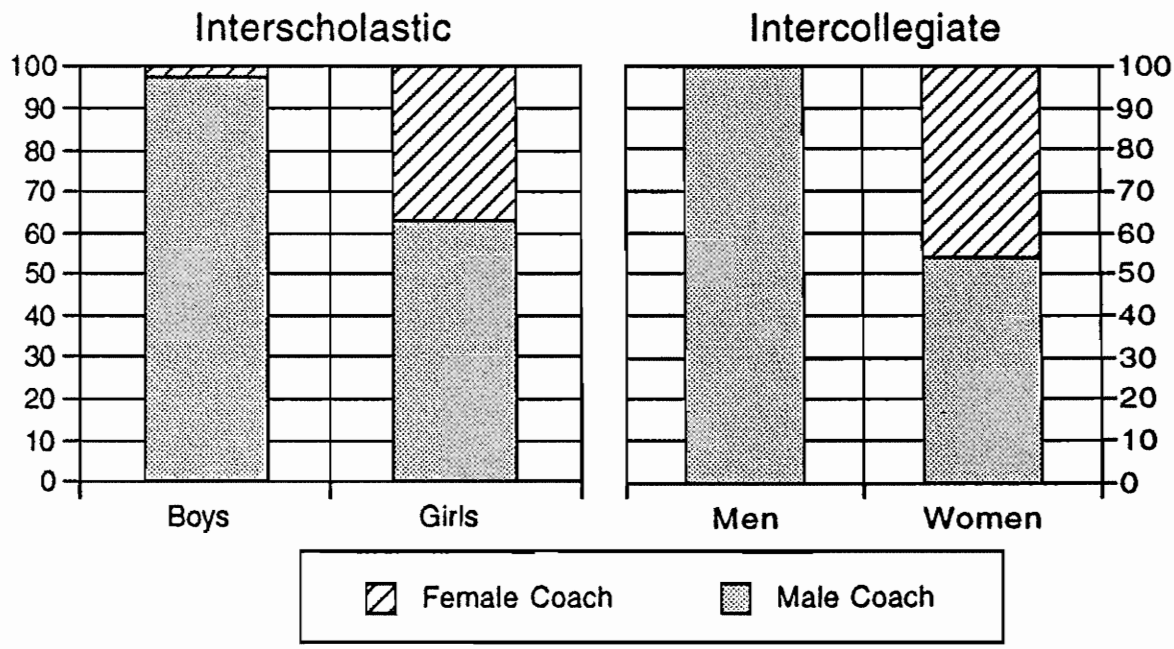
In 1990, there were 25 varsity sports in Rhode Island. Girls participated in 12, and boys in 13 of these sports (2 were co-ed).[20] A total of 6,026 girls played on 309 teams, while 10,451 boys played on 417 teams. Thus girls were 37% of the athletes.

*Staff*

Most of the coaches in 1990 were men (84%), especially in the boy's teams, where 98% of the coaches were men. Of the girls' teams, 63% were coached by men. Figure 7 shows the proportion of girls' and boys' teams coached by men and women.

Among the 55 Athletic Directors, only nine (16%) were female, and six of them worked in private schools.

**Figure 7. Gender of Athletes by their Coaches, 1990**




*Administration*

The Executive Director of the RI Interscholastic League in 1990 was a man, while the Assistant Executive Director was a woman.

Of 14 members of the Committee on Athletics of the RI Association of School Principals, only one was a woman. The Subcommittee on Girls' Athletics was made up of five women and three men.

## Intercollegiate Athletics

*Teams and Athletes*

There were 23 women's and 4 coed teams on the three campuses in 1990.[21]

- CCRI had five women's teams serving 31 female athletes, compared to five men's teams serving 66 male athletes and 2 co-ed teams (tennis and golf) which served no female athletes. Women were 32% of the total number of athletes.
- RIC had seven women's teams serving 60 female athletes, compared to seven men's teams serving 134 male athletes. Women were 37% of the total number of athletes.

• URI is the only public NCAA Division 1 institution in Rhode Island. There were 11 women's teams serving 163 female athletes, and 10 men's teams serving 284 male athletes (101 of the male athletes at URI were football players). Women were 36% of the total number of athletes.

*Scholarships*

CCRI awarded five athletic scholarships, of which three went to women. RIC does not award athletic scholarships. URI awarded 42.73 scholarships to women, and 87.14 scholarships to men (60.94 for football). URI also awarded athletic aid to 82 (36%) women and 146 (64%) men.

*Athletic Budget*

In 1989, URI expended 36% of its operating cost budget on women's sports, compared to 64% on men's sports. URI also allotted 40% of the budget for recruitment expenditures for women's sports, compared to 60% for men's sports. No specific data were available for CCRI and RIC in terms of operating or recruitment expenses.[22]

*Staff*

At all three public colleges, men were the majority of the coaches and the administrators in athletics in 1990. All but two coaching positions at RIC and CCRI are part-time.[21]

• At CCRI, four (27%) of the 15 coaches were women. The Athletic Administrator and his Assistant and Associate Administrators were men.

• At RIC, only two (14%) of the 14 head coaches, and one (8%) of the 12 assistant coaches, were women. The Athletic Administrator and Assistant Athletic Administrator were men, while the Associate Athletic Administrator was a woman.

• At URI, eight (38%) of the 21 head coaches and five (21%) of the 24 assistant coaches were women. The Director, Associate Director, and two Assistant Directors of Athletics were men, while the Senior Associate Director was a woman.

At all three schools, all men's teams were coached by men. In contrast, both men and women coached women-only teams. Coed teams at CCRI were coached by men. The gender relationship is also in Figure 7.

**Athletic Team Coaches, 1990**

| | ***Men's Teams*** | | ***Women's Teams*** | | ***Co-ed Teams*** | |
|---|---|---|---|---|---|---|
| ***Coaches:*** | Men | Women | Men | Women | Men | Women |
| CCRI | 5 | 0 | 3 | 4 | 2 | 0 |
| RIC | 14 | 0 | 9 | 3 | no | teams |
| URI | 23 | 0 | 9 | 13 | not | avail. |

## Areas of Concern: Athletics

Athletic competition plays an important role in the personal growth of students and has the potential to impact upon an individual's aspirations and achievements in life. Since the implementation of Title IX, the number of sports and the quality of athletic programs for female athletes have seen tremendous progress at both the interscholastic and intercollegiate levels.

In 1991, the National Collegiate Athletic Association conducted a Gender Equity Study of Division 1 Colleges across the nation. The Chronicle of Higher Education conducted a follow-up survey focusing on the representation of female athletes in comparison to the representation of females in the overall student body and the consequent impact on the proportion of the athletic budgets allotted to women's sports.

As the data indicate, there are still some areas of concern.

• *Participation Opportunities and Rates:* Athletic opportunities (number of openings for athletes on sports teams) for males continue to exceed opportunities for females at both the interscholastic and intercollegiate level. Women were 48% of the high school student population and 56% of the full-time undergraduate students, yet male athletes outnumber female athletes better than two to one. Opportunities for girls and women to participate in athletics need to be expanded in order to achieve equitable programs at all levels.

• *Selection and assignment of coaches:* Coaches of men's teams are almost never female, while over half (54%) of the coaches of women's teams are male. At the interscholastic level, there were only 9 boys' teams (2%) coached by women, while 63% of the coaches for girls' teams were men.

### Women Coaching Athletic Teams, 1990

| *Teams:* | *Men's* | *Women's* |
|---|---|---|
| Intercollegiate | 0% | 48% |
| Interscholastic | 2% | 37% |

In some instances, no women apply for vacancies and in many other instances, the quality and years of experience place women at a distinct disadvantage when they do apply for positions. Recruitment efforts and support programs need to be provided to increase the number of women in coaching.

• *Leadership:* There is a lack of visibility for women in leadership positions for athletic programs. At the postsecondary institutions, the ratio of male to female athletic administrators was better than two to one. Male athletic directors were clearly in the majority at the interscholastic level as well, with 46 men compared to nine women.

**Girls and young women may perceive their opportunities in athletics to be limited to being players, which could result in lowered aspirations and fewer pursuing coaching or administrative careers.** Efforts should be ongoing to recruit women as coaches and athletic administrators.

## Conclusions

Since the introduction of federal and state civil rights legislation during the 1970s and 1980s, women have progressed in some areas, such as the increase in women student athletes and faculty. In some cases, however, the gains are minimal, as in the slight increase in appointments of women to the Board of Regents. In other areas, such as vocational training and teaching specialties, the gender-differentiated patterns are as strong as a decade ago. Furthermore, almost everyone at the highest levels (e.g., administrators, superintendents) is male.

The data collected here suggest several actions:

• ***Enforcement*** of existing laws and stronger legislative mandates are required. Public and internal education about these laws should be an ongoing activity of the Boards overseeing public education.

• ***Opportunities*** for women's participation must expand. In intercollegiate athletics, there are about half as many team slots for women athletes as men athletes; and thus about half as many opportunities to participate or to earn scholarships.

• ***Promotion*** for women at the same rate as men must be achieved by breaking the "glass ceiling" preventing advancement of women to higher-level administrative and faculty positions.

• ***Documentation*** of the problems underlying gender bias segregation are essential, through in-depth focused research reports such as the American Association of University Women's report on gender bias in mathematics and science education. Public forums are needed to articulate the nature of the problems facing individuals.

• ***Intervention*** to change attitudes towards gender stereotyped careers and to increase interest in nontraditional areas must begin in kindergarten and continue throughout school, involving role models, information, and educational activities. Relevant model programs from around the country should be reviewed and considered for implementation.

• ***Images and attitudes*** about women in nontraditional fields must be changed. Media pressure groups should monitor and educate producers and editors about harmful stereotypes, misrepresentation of research data, and the lack of nontraditional role models.

• ***A national initiative*** is needed for mathematics and science education, to stem the downward pattern of enrollments and achievement among men as well as women.

• ***A partnership*** among government, employers, and educators must be developed and funded to empower and support women in nontraditional careers.

**We Are Pleased to Note...**

Some areas have experienced change within the past two years since the data for this report were collected. We applaud the fact that now:

- Six of 36 school districts are headed by women superintendents.
- Two vocational school directors are women.
- The University of Rhode Island's new administration includes a woman Provost and an African American woman whose position is being upgraded to Vice President.

We look forward to more of these changes for future report cards.

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